College of Education and Human Development
Division of Special Education and disAbility Research

Spring 2020
EDSE 502 658: Classroom Management and Applied Behavior Analysis
CRN: 21880, 3 – Credits

Instructor: Dr. Joy Engstrom	**Meeting Dates**: 3/10/2020 – 5/12/2020
Phone: 804-937-3680	**Meeting Day(s)**: Tuesday
E-Mail: jengstr2@gmu.edu or Joy.Engstrom@lcps.org (Preferred)	**Meeting Time(s)**: 4:30 pm – 9 pm
Office Hours: By Appointment	**Meeting Location**: Stone Hill MS, Room A6
Office Location: LCPS 4th floor	**Other Phone**: 571-252-1232 (office)

❖ Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): None
Co-requisite(s): None

Course Description
Focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Explores theories of classroom management and various approaches to management, including use of technological advances. Emphasizes developing classroom and individual behavior management plans. Note: Field experience required.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip
Did you know that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly: http://masonlive2.gmu.edu/.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:
1. Define behavior change terminology and principles of applied behavior analysis.
2. Given characteristics and behaviors of students with disabilities, identify ways to acquire indirect and direct assessments to identify corresponding antecedents and consequences of the behavior/s as well as the behavior's function (i.e., Functional Behavior Assessment).
3. Based on information from a Functional Behavior Assessment, design a comprehensive behavior change program, and describe how school teams collaborate for the functional behavior assessment and behavior change program.
4. Design behavior management techniques for making positive changes in students' academic, social, and/or affective behavior, including ethical use of a continuum of techniques, starting with proactive, preventative, and least intrusive techniques.
5. Describe how to determine reinforcers and use varied schedules of reinforcement responsive to the needs of individual students.
6. Write accurate behavioral objectives for a wide range of behaviors that include all components: learner, conditions, observable behavior, and degree/criteria statements.
7. Describe data collection procedures that match observable behaviors and how to use data to make decisions about the effectiveness of interventions.
8. Describe how to develop and use single subject research designs.
9. Explain when and how to use maintenance and generalization techniques.
10. Design learning environments that support and enhance instruction.
11. Describe how to create a safe, positive, supportive environment which values diversity.
12. Demonstrate knowledge of modifying the learning environment (e.g., schedule, physical arrangement, routines) to prevent and manage inappropriate behaviors.
13. Describe strategies for promoting self-management.
14. Describe components of the SchoolWide Positive Behavior Intervention Support (SW-PBIS) model.
15. Given a school's discipline model, identify what distinguishes that model from the SW-PBIS model, and provide recommendations to align the school's model with SW-PBIS.
16. Describe parsimonious and comprehensive classroom management methods.
17. Describe how to identify and teach social skills needed for educational and other environments.
18. Describe ethical considerations when selecting behavior management methods, including a rationale for selecting positive reinforcement procedures over other procedures, conditions under which punishment-based procedures would be appropriate, and teacher attitudes and behaviors which can positively or negatively influence student behavior.

19. Identify and describe the crisis cycle and methods for crisis prevention.
20. Identify crisis intervention training programs (i.e., leads to certification as crisis management specialist).

Professional Standards
(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Evidence-Based Practices
This course will incorporate the evidence-based practices (EBPs) relevant to developing safe, effective learning environments, positive behavioral interventions and supports, and functional behavioral assessments/behavioral plans. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Textbooks
Alberto, P.A., & Troutman, A.C. (2017). Applied behavior analysis for teachers (9th ed.) Upper Saddle River, NJ: Pearson.

Scheuermann, B.K., & Hall, J.A. (2016). Positive behavioral supports for the classroom (3rd ed.). Upper Saddle River. NJ: Pearson.

Recommended Textbooks
American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

   Tk20 Performance-Based Assessment Submission Requirement
   It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course.

A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 502, the required PBA is Functional Behavior Assessment and Behavior Intervention Plan. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations
        Performance-based Assessment (Tk20 submission required)
FBA/BIP Project: For this project, you will select a student with mild-moderate exceptional learning needs who also demonstrates problem behavior(s). You will complete a functional behavioral assessment (FBA) and then use the FBA to develop a behavior intervention plan (BIP), which are briefly described below. Detailed directions for these assignments and grading rubrics will be provided in class and on Blackboard. Please read these directions/rubrics carefully before beginning the assignment. Both assignments will be submitted to the course Blackboard site for instructor scoring. Directions will also be provided for uploading the assignments to the Required Performance-Based Assessment Blackboard category.

A. **Functional Behavioral Assessment (24 points):** To identify the function of problem behavior(s) of a particular student, you will gather information about this student and his/her behavior. You will use indirect assessment to target routines and problem behavior(s) and will conduct direct assessments of the identified behavior. Using the information gathered, you will hypothesize the function of the student's behavior and make a recommendation for the focus of a BIP.
B. **Behavior Intervention Plan (24 points):** Based on the information you gathered in the FBA and the hypothesis you made about the function of the problem behavior(s), you will develop a BIP. You will identify a desired replacement behavior and behavioral objective, conduct an assessment of the student's reinforcers and activity preferences, identify parsimonious interventions, develop a comprehensive intervention plan, and create a plan to evaluate the impact of the intervention (i.e., data collection system and single subject research design).

Note: For the FBA & BIP project, students are required to place each assignment in a specific area of the Blackboard site (i.e., Tk20 submission) prior to receiving a grade in this course. Students will not receive a final grade in this course until all requirements have been met for uploading these assignments appropriately. More directions about when and where to submit the two assignments will be provided during the course.

College Wide Common Assessment (TK20 submission required)
NONE

Performance-based Common Assignments (No Tk20 submission required)

Comparison of School Discipline/Behavior Plans (10 points)
For this assignment, you will obtain the discipline plan from a school. Consider the "plan" as the document provided to parents, students, and teachers at the beginning of the school year. Within this document, the school's rules, approach to reinforcing and enforcing rules, consequences for infractions, and other relevant information is described. Most schools have these documents readily available for parents and students on the school web site. Avoid accessing the school system's handbook because you will be comparing a school's procedures to the School Wide Positive Behavior Intervention Supports, so a school plan is needed.
Your task is to compare and contrast your selected school's plan to the Positive Intervention and Support (PBIS) model and report your findings. More information about this assignment (including a grading rubric) can be found on Blackboard and should be reviewed prior to beginning the assignment.

Classroom Management Plan (20 points)
The purpose of this project is to develop a comprehensive classroom management plan that involves preventative planning and instructional management strategies to support the academic and behavioral needs of a diverse classroom. Components of the classroom management plan include a self-assessment, environmental engineering, assessment of active student engagement, continuum of consequences, and behavior management philosophy. You will report on your own classroom management features or observe a general education co-taught setting (must be classroom where students with disabilities are educated) if you are not currently teaching in a school setting. More information about this assignment (including a grading rubric) can be found on Blackboard and should be reviewed prior to beginning the assignment.

Other Assignments
Skill Presentation [Teach us HOW to do something!] (5 points)
Throughout the semester, you will be learning evidence-based practices and techniques (e.g., data collection) that are new for you, or that you know about (knowledge) but you have not yet practiced (skill). Select one knowledge topic (a partial list is on the next page), and sign up to "show us the skill" for that topic during a class session. Because one purpose is to see you teaching a topic, do not plan to use youtube clips! The only reason a youtube clip might be selected is if you were teaching data collection techniques, and data were being collected from behaviors on the youtube!

Select the date and topic wisely so you are sufficiently challenging yourself. More information on the Skill Presentation will be provided during class; rubrics will be on the Bb.

Possible topics and evidence-based practices (EBPs) techniques:
a. Positive reinforcement distinguished from negative reinforcement

b. Differential reinforcement techniques
c. Schedules of reinforcement
d. Data collection techniques
e. Single subject research designs
f. How to evaluate the impact of interventions on the targeted behavior
g. Behavioral objectives
h. Crisis interventions
i. Social skills instruction

Discussion Guides: For each set of readings identified per class session, a corresponding Discussion Guide is completed. The format and purpose of the Discussion Guide (DG) will be sent in advance of the course to all registered students so that the DG can be completed for Class 1 readings. More discussion about the DGs will be provided during Class 1, featuring feedback from students about the DGs from previous semesters. The Discussion Guides are one way students prepare to engage in discussions about content read for that class session.

Draft Assignments: At various points throughout the semester, students will bring drafts of upcoming assignments to acquire peer feedback and input.

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the

necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

5. Students must be able to perform the essential functions of the practicum site assigned with or with without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Other Assignments
A. **FBA/BIP Presentation (10 points):** On the last class session, each student will give a brief presentation of their FBA/BIP project as if speaking to an IEP team. More detailed directions and a grading rubric will be provided and posted on Blackboard. Please read these directions/rubrics carefully before beginning the assignment.

Course Policies and Expectations
Attendance/Participation
Students are expected to attend **all** classes, arrive on time, remain in class for the duration of each session, demonstrate professional behavior in the classroom, and complete all assignments with professional quality and on time. When absence from class is unavoidable, it is the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have *two colleagues* in the course for this). Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you.
Please notify the Instructor about absences in advance or within 24 hours after an absence. Be aware **any points earned for participation in class activities, during a time of absence, will not be earned and cannot be made up**.

If you need to miss, for any reason, more than two class sessions, contact the Instructor immediately (within 48 hours) with notification of when your course withdrawal will be completed. If you realize after the first class session that this course's requirements are not a match for you for this semester, process your withdrawal immediately (within 48 hours) and notify the Instructor at the same time.

Students must **follow the university policy stating that all sound emitting devices shall be turned off** during class unless otherwise authorized by the instructor.
a.The use of electronic devices that produce sound or otherwise interfere with the learning of others (such as cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class AND remove them from the table or within reach.
b. Do not read or send texts during class time. Doing so is not only in violation of university policy, it is distracting to other students and the instructor.
c. Computers may be used to take notes during class, but they may not be used for internet exploration, to send or receive emails, or other non-class activities during class time.
d. Screens on laptops and any other electronic devices must be in full view of the instructor (e.g., do not have screen face the wall; do not put cell phone on your lap) at all times. Anticipate when the Instructor becomes aware you are on other sites during class time that full participation points for that session cannot be earned.
e. With apologies for operationalizing the above specific behaviors; if these were not issues in previous classes, there would not be a need to be so clear here. *Please respect our limited instructional time together; distractions such as the above impede the quality and quantity of that time.*

Academic Integrity

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row, you should use quotation marks and a proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar. Remember that plagiarism is a very serious offense and can result in dismissal from the University.

Uploads to the course Blackboard site yield statistics about the originality of submissions; that method and any other method the Instructor deems appropriate or necessary (e.g., turnitin, safeassign, or similar plagiarism detection services) will be used to ensure integrity of assignments used for course assessments.

Late Work
To successfully complete this course, students need to adhere to all due dates for readings and assignments. Full earned credit for assignments turned in on time. Anticipate point deductions for late work. For every 24-hour period that an assignment is late, a 5% point deduction will occur.

Grading Scale

Letter Grade	Percentage of Points
A+	95-100%
A	90-94.9%
B+	85-89.9%
B	80-84.9%
C	70-79.9%
F	< 70%

EDSE 502 Students Self-Manage for Calculating Course Grade Based on Points Earned on Performance Based Summative Evaluations		
Assignment	**Points Earned**	**Total Points Available**
a. Classroom Attendance		7 points
b. Comparison of School Discipline/Behavior Plans		10 points
c. Classroom management Plan		20 points
d. Skill Presentation		5 points
e. Functional Behavior Assessment		24 points
f. Behavior Intervention Plan		24 points
g. FBA/BIP presentation		10 Points
TOTAL	**Your TOTAL:**	**…/100 points**

Students can calculate their points earned / total points available at any date in the semester to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties and mid-term progress self-evaluation.

*Note: The George Mason University Honor Code will be strictly enforced (see https://oai.gmu.edu/ and https://catalog.gmu.edu/policies/honor-code-system/). Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/. Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's

program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Session	Date	Topic	Readings	Assignments Due
1	3/10	Introduction to behavior management Theoretical models to Explain Challenging Behavior Roots of Applied Behavior Analysis Responsible use of Applied Behavior Analysis Course Overview Skill Presentations	A&T: Ch 1, 2 **OR** S&H: Ch 1, 2	
2	3/17	Universal-Level Supports and Interventions Rules and Procedures Preventing Challenging Behaviors Comparison of School Discipline/Behavior Plans	S&H: Ch 3, 4, 5, 6 **+DG**	
3	3/24	Crisis Intervention (article) Social Skills Instruction (article) Behavioral Objectives Data Collection Techniques Comparison of School Discipline/Behavior Plans	2 articles to be posted on Bb S&H: Ch 7 A&T: Ch 3, 4 +DG	**Comparison of SW-PBIS and School Plan due**
4	3/31	Conducting a Functional Behavior Analysis	S&H, Ch 8 A&T, Ch 7, 10 + **DG**	**Classroom management Plan due**
5	4/7	No Class		

6	4/14	Developing the responsive Behavior Intervention Plan Antecedent and Consequence based strategies *Peer review of FBA draft*	A&T Ch. 8, 9,10 (content from previous sessions also applicable) + DG **Bring FBA draft** for peer review	
7	4/21	Graphing Data Single-Subject Designs	A&T: Ch. 5, 6 + DG	**FBA Due**
8	4/28	Ensuring a cohesive BIP … *Peer review of BIP draft*	**Bring BIP draft** for peer review	
9	5/5	Maintenance and Generalization Self-Management	A&T Ch. 11, 12 + DG	**BIP Due**
10	5/12	FBA/BIP presentations		

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

- For additional information on the College of Education and Human Development, please visit our website http://cehd.gmu.edu/.

Appendix
Assessment Rubric(s)
EDSE 502: Functional Behavioral Assessment Grading Rubric

Evaluation Standards	Required Components	Points
	Avoid first person (i.e., using "I" or "We") throughout the entire assignment. • Use excellent written language (per APA style) throughout. • Integrate findings from the study you analyzed for the Research Analyses in at least one section. • Cite each of your textbooks' authors one time in this assignment. • Use the technical terms as identified in texts (e.g., "antecedent" "consequence" "function") throughout the assignment v. synonyms. • Do not use any identifying information of people, schools, or school systems. Maintain confidentiality in written documents and in appendices in all EDSE 402/502 assignments.	
Student Description	Demographic and background information of student is provided with excellent writing	/1

Length: ~ 2 paragraphs	✓ Student's age, grade, disability category. ✓ Description of similarities and differences between student and peers. ✓ Discussion of educational impact of student's exceptionality, attitude, interests, values, and behavioral issues, and the effect these conditions have on the student's life (*tip: use content learned in previous courses*).	
Overview of Setting/Context Length: ~ 1 page	Description of setting in which the problem/target behavior occurs and impact of the learning environment on behavior management. Include a description of ✓ Identify setting/s (e.g., special education self-contained? General education co-taught setting?) in which the Indirect and Direct Assessments occurred. ✓ Describe the general classroom layout (focus on upcoming content in this assignment, not to all class layouts). ✓ Describe classroom rules, routines, expectations (demands of the learning environment), schedule, and the general classroom management techniques current being used in that setting (prioritize relevant information pertaining to upcoming content in this assignment). ✓ Describe interventions or procedures that have previously been used to eliminate or minimize the behavior/s of the targeted student, such as what teacher/s have done and what classroom management techniques have been used. Be sure to include how effective these procedures were (confine this content to	/2
Operational Definition of Behavior	Describe the problem behavior/s using clear observable language (avoid using any general terms *at any point in this assignment* to describe the behavior) Length: ~ 1-3 sentences per behavior (~ 1-2 paragraphs)	/1
Indirect Assessment of Behavior Length: ~ 2 pages	FACTS Interview Parts A and B (Part B was completed twice, but focus this section on the behavior from the Part B prioritized routine – leads to behavior targeted in BIP) ✓ Identify time/s and date/s of interview(s) ✓ Identify person interviewed (no real names or locations at any point in the 402/502 course) ✓ Summarize major findings from FACTS Interview Parts A and B *FACTS interview form is filled out completely (no blank sections, and Part B is completed twice for each of two routines) and included in appendix (precede by a title page)*	/9
Direct Assessment of Behavior Length: ~ 2 pages	Observations and Corresponding ABC Information ✓ Identify time and date of observations ✓ Identify setting(s) for observations ✓ Summarize major findings from the observations and ABC Data Recording Sheets ✓ Describe several ABC sequences that are representative of behaviors from the prioritized routine	/9

	Information is thorough and clear, and all is included in appendices (precede by title pages, such as one appendix for longhand notes and another appendix for the ABC recording sheets)	
Summary and Hypothesis of Function	Provide a thorough and clear summary of results of assessments (indirect and direct assessments). ✓ Summarize the prioritized antecedent/s-behavior-consequence/s ✓ Identify a hypothesis of the function of the prioritized behavior Length: 2 paragraphs	/1.5
Technical APA Style	APA (7th edition) style used to cite sources throughout paper and in reference list	/.5
Total Points Earned		/24